

POLICY MANUAL

State Mental Health, Mental Retardation and Substance Abuse Services Board Department of Mental Health, Mental Retardation and Substance Abuse Services

POLICY 4026(CSB)87-1 Transitional Services for Adolescents and Young Adults with Mental Disabilities

Authority	Board Minutes Dated <u>February 25, 1987</u>
	Effective Date <u>March 25, 1987</u>
	Approved by Board Chairman <u>s/James C. Windsor</u>

References Public Law 94-142, Education for all Handicapped Children's Act and Amendments, as reauthorized by Public Law 105-17, Individuals with Disabilities Education Act
§ 2.1-700, Code of Virginia (1950), as amended, in regard to Coordinating Council on the Delivery of Related Services to Handicapped Children
§ 37.1-197, Code of Virginia (1950), as amended, Duties of Community Services Boards.
Comprehensive Services Act, 1993, §§ 9-267 through 9-273, Code of Virginia (1950), as amended.

Background In 1996, there were a total of 26,585 students with mental disabilities (students with mental retardation and serious emotional disturbances) between the ages of 3 and 22 who were enrolled in the Commonwealth's public education system. Of these, 9,675 students were between the ages of 15 and 22. By age 15, the Individual Education Plan (IEP) of each adolescent identified by the education system as having a handicap due to a mental disability should include an Individual Transition Plan (ITP) that details the services and experiences necessary for community adjustment with an emphasis on employment.

While many students in special education programs are served by community services boards, there are a limited number of adolescents and young adults with mental disabilities who are served only by community services boards and have not been identified by schools as having a disabling condition. These students also will require the services of the community services board system to assist them in the transition from education to a work experience and from a family living situation to independent living.

Continued on next page

Purpose	This policy establishes the position of the State Board, which stresses interagency cooperation and collaboration as an important priority in the area of transitional services for adolescent and young adults who are clients of community services boards and will be entering adult services.
----------------	---

Policy	It is the policy of the State Board that the Department participate in the Virginia Inter-Community Transition Council, which addresses the fiscal and programmatic responsibilities for meeting the educational and vocational needs of students in special education programs, aged 15 and above, who will be entering adult services.
---------------	--

Further, it is the policy of the State Board that community services boards work with local school divisions to ensure that by age 15, the Individualized Education Plans of their adolescent and young adult clients in special education programs have an Individualized Transition Plan. The Individualized Transition Plan should address the services and experiences necessary for community adjustment with an emphasis on work experience, independent living, and other supports necessary to maintain the young adult in the community.

Finally, it is the policy of the Board that community services boards include, in their annual written interagency agreements, procedures for planning and implementing transitional services for adolescent clients of that community services board who are not in a special education program but who will require a transitional plan to prepare them to enter the adult service system. Emphasis is to be placed on interagency coordination and cooperation between the community services board and the Departments of Education, Social Services, Health, Rehabilitative Services, and other related agencies.

Designated staff	The Commissioner will designate an individual to serve as the Department's representative on the Virginia Inter-Community Transition Council.
-------------------------	---
